ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002420	N.A.	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: A Study of How the Mail is Carried

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG.
ST. N.A.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: N.A.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	40

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Curriculum Guide

16. INDEXING TERMS (6-12)

curriculum guide	mail carrier	geography	dramatic play
grade three	language arts	enrichment activities	human relationships
Spanish-speaking	arithmetic	art	individual development
	history	music bibliography	elementary education

17. ABSTRACT (MAX. 250 WORDS)

A study guide for eight- and nine-year-old Spanish-speaking children is presented. Objectives include the development of civic responsibility, the full realization of individual capacities, successful human relationships, and economic efficiency. The study is designed to meet the needs, interests, and abilities of the students for which it is geared. Activities encourage group and individual participation and initiative.

Enrichment activities include dramatic plays, art work, field trips, related library reading, scrap books, guest speakers, map interpretation, story writing and telling, development of a sense of chronology and time, recognition of community responsibility, alphabetizing, stamp collecting, sorting objects, preparation of weights and measurements, and writing and addressing letters.

Supplementary activities are presented for correlation of activities children enjoy carrying on throughout such a study as they relate to various subject matter fields outside the cluster of subjects commonly thought of as the social studies. The subject matter fields for which the activities are presented include arithmetic, art, language arts, music, physical education, and science. A bibliography is included.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

Migrant Education - Spanish-Speaking
Courses of study

ED002420

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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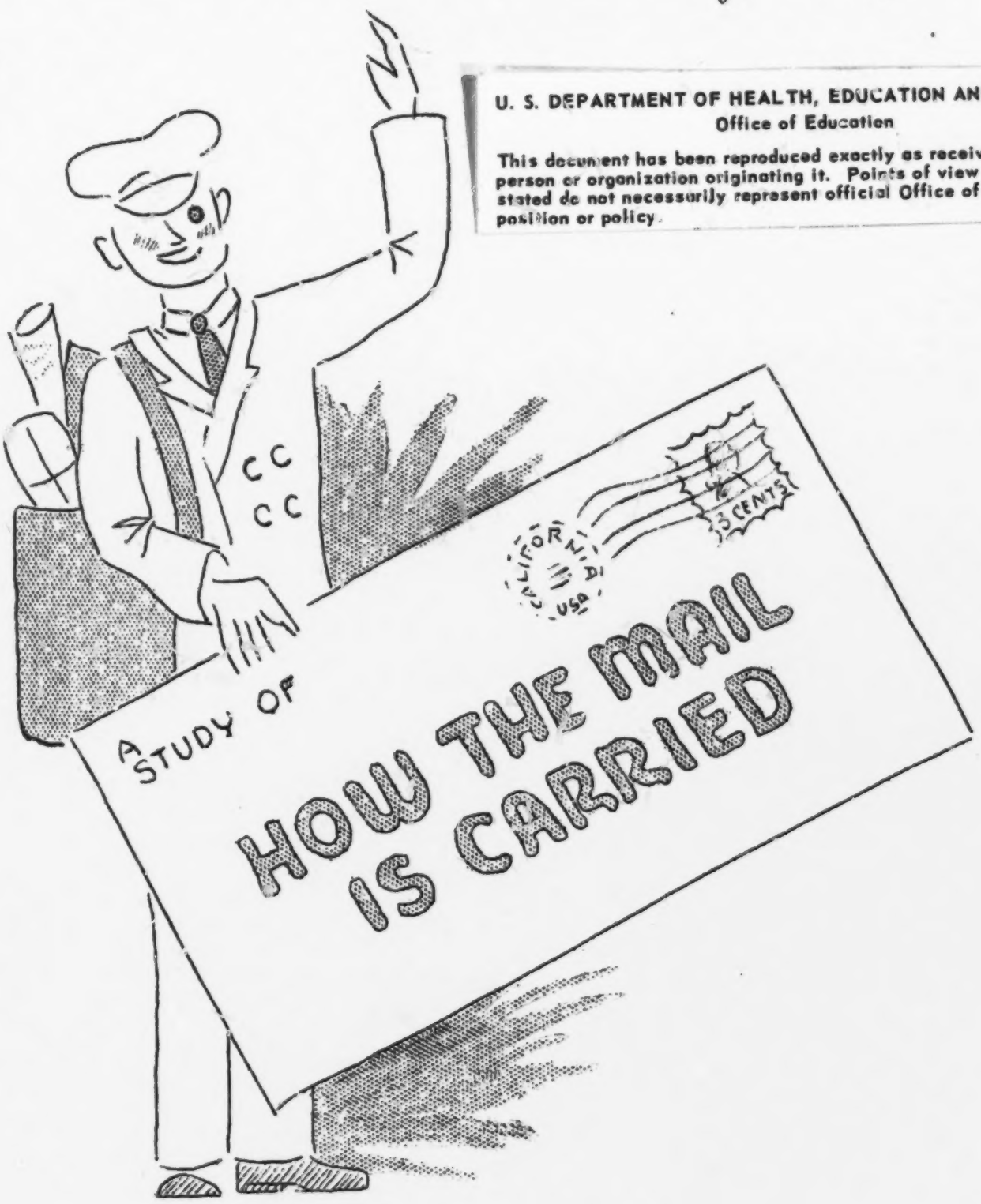

A CURRICULUM UNIT FOR
THIRD GRADE

J 0613

ED002420

A STUDY OF HOW THE MAIL IS CARRIED*

Here comes the postman! What will he bring today? A letter from grandmother? A catalog with a host of enticing pictures of mail order bargains? A card with a stange foreign stamp? That would be from Uncle Bob, perhaps?

Good News?

Important news?

The daily thrill of opening the mailbox with its moments of anticipation, of mystery, of delight and sometimes of dismay, is one that most of us experience, no matter what our age.

To children the postman on his neighborhood rounds brings their first tangible realization of a great, outside world and of places far removed from their immediate neighborhood where, through the mail, friends and loved ones reach out with messages for the family "back home". The mailman, more than anyone else, gives the child his first introduction to a wide world of which his neighborhood is one part.

The number of mature and well-known people who have a deep and life-long interest in stamp collecting testifies to the fascination that the mystery of the mailbox holds. Mail service, in spite of the development of more rapid means of communication, continues to expand, and to gain in quality. It is, and for many years has been, an outstanding example of how international cooperation provides service for people in all parts of the world.

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Objectives of Study: Carrying the Mail

Through a study of mail service the major purpose of education may be developed as follows:

1. Civic Responsibility

The skills, attitude and concepts involved in a unit on Carrying the Mail should help children gain appreciation for the character of our postal employees. The study should help children understand the great care required to provide mail service to the American people. It would help them develop a sense of responsibility for helping, as citizens, to maintain the high degree of efficiency characteristic of mail service by observance of postal regulations as they apply to the public, by careful and accurate addressing of letters and packages, and by concern for the men and women who render service as postal employees.

2. Full Realization of Individual Capacities

A study of postal service can be of absorbing interest to citizens of all ages. While eight-and-nine-year-old children are necessarily limited in their ability to grasp all phases of this amazing service, the study does offer opportunity for developing a range of skills, interests and understandings that should meet the widely varying growth patterns of this age group. For the rapidly developing pupil, there are learnings requiring a high quality of skill, insight and ingenuity. For the child slow in development, the daily contact with the neighborhood postman, with the recurring interest centering around the family mailbox, makes it possible to build on experiences and relationships which are part of his life. This close relationship to what he knows and understands lends itself to a host of activities and learning experiences especially suited to his maturity level.

3. Human Relationships

The qualities of dependability, responsibility, accuracy and promptness characteristic of those who perform postal services make the neighborhood postman, familiar as a friend to most children. As pupils progress to the study of phases of the postal service with which they are less familiar, they will gain insight into how many people, performing a variety of functions, are involved in this service which, perhaps more than any other,

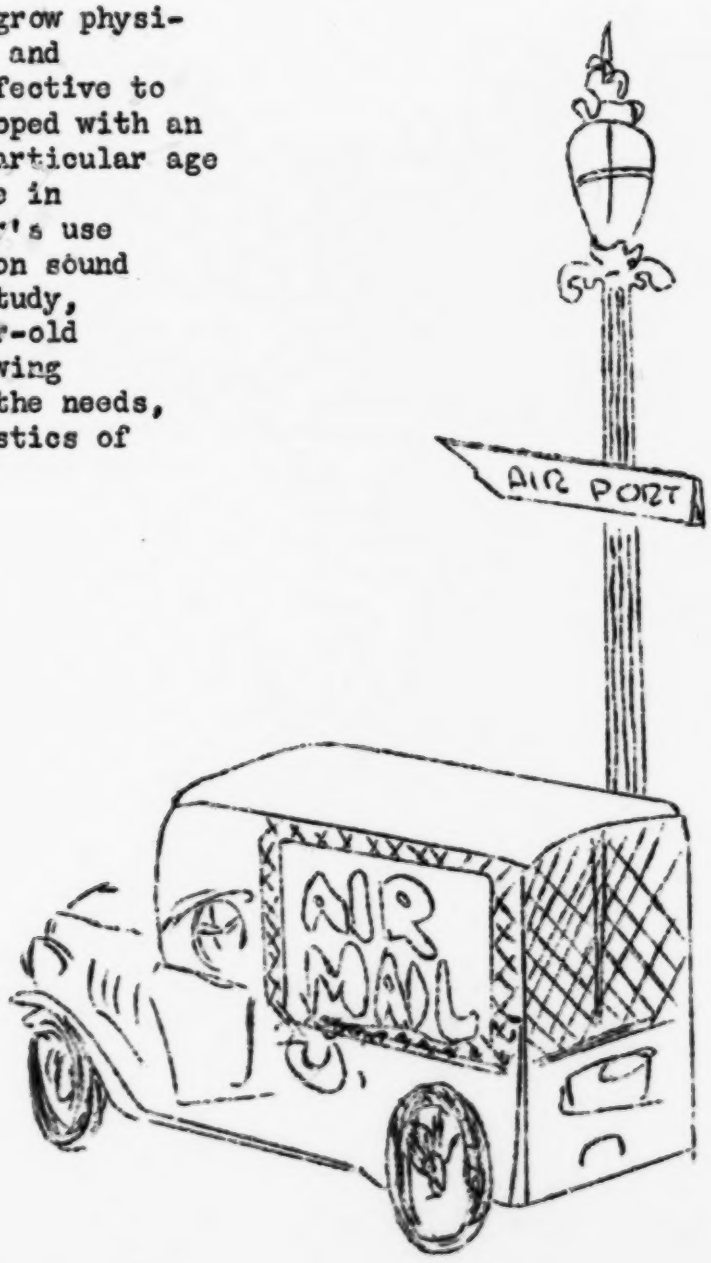
produces understanding and co-operation between people separated by geographic location. This study is an excellent one to help children begin to grasp the inter-relationship of people, and the kinship of human kind whatever their occupations are or wherever their homes may be.

4. Economic Efficiency

One of the marvels of modern government is the low cost to the individual taxpayer of this necessary public service. The fact that individual stamps usually involve sums of money small enough to be within the mental grasp of children of this age make possible a large number of arithmetic experiences with implications for growth in economic efficiency. As they observe and study the many labor-saving devices which increase the efficiency of the service, children grow in an understanding of the monetary value of time. At their age level, practice in the wise use and conservation of materials used in writing and other activities should be a worthwhile outcome of the study.

Specifications for a Study Adapted to the Needs of Eight-and Nine-Year Olds

Any study should help children grow physically, socially, intellectually and emotionally. A unit will be effective to the degree to which it is developed with an awareness of the needs of the particular age group. A unit will be effective in direct proportion to the teacher's use of teaching techniques based upon sound principles of learning. This study, designed for eight-and nine-year-old children, should meet the following specifications as indicated by the needs, interests and growth characteristics of this age group.



Interests, needs and characteristics common to many eight-and nine-year-old children.	Implications for planning a study of mail service.
Children are absorbed with personal concerns. Their minds still dwell mainly upon the immediate and the familiar although horizons are beginning to widen.	Unit should emphasize aspects of mail service affecting the life of the child. It should start with the here and now rather than with the history of mail service.
Children have a rudimentary sense of time and space.	Expectation that the children will be interested in or profit from a detailed and specific study of the historical aspects of geographical distances are not well founded. "In the early days", "long, long ago", and "far, far away", represent what most children of this age can grasp of historical time or geographical space; even these ideas will have widely different meanings for different individuals.
Children are growing in ability to think in abstract terms, but will still be limited in this ability.	Children should be encouraged to express themselves freely in language, the arts, play and construction. Careful evaluation will help the teacher to note growth in concepts and to correct basic misconceptions the children may have. Therefore, the study should be rich in manipulative, creative, and communicative activities.
Children will make rapid growth in reading, writing, and computation and will show increased interest in these skills.	Capital should be made of the many opportunites for functional use of skills in letter writing and reading. Learning the proper ways to address envelopes, development of informational and experience charts, arithmetic involved in buying and selling stamps, weighing letters and packages, measuring and computing amounts of materials needed for construction are valuable group experiences.
Children are on the go most of the time. They possess boundless energy and like to run, jump, tussle more than they like to play organized games.	Many outlets should be provided for physical activity through construction, manipulation and creative play. These children learn best by doing and the skillful teacher will look for active ways in which the children can express their ideas.

Interests, needs and characteristics common to many eight-and nine-year-old children.	Implications for planning a study of mail service.
Children are developing rapidly in ability to work co-operatively and in groups. Sharing and consideration for others will be less difficult at earlier ages, but group loyalties will not be so fixed or constant as at a later age.	Activities in small groups will be workable and will help the children develop needed social skills.
Children can be expected to exercise a greater degree of self-direction and emotional control	Children should participate in setting standards for working and maintaining classroom activities.
A large percent, probably between 50 and 80 percent will be difficult to interest in matters that do not involve personal presence or direct contact.	Emphasis should be on the here and now, and upon parts of the postal service with which children can come into firsthand contact. Study trips will be valuable.
Between 20 and 30 per cent of these children can be expected to show much interest in matters removed from their immediate affairs. They will have little interest in world-wide events except in a general and superficial way.	Dwelling at length on such things as postal service in other countries or even in communities varying widely from their own, will be ineffective with many children in this age group.
Approximately 30 to 90 per cent of the children have difficulty in keeping on the point in group discussion and will, therefore, tend to make personal or unrelated remarks during a discussion period.	The wise teacher will keep evaluation periods short, and will, by skillful questions, keep the children's minds on the subject at hand. The teacher will need to be active in guiding and directing discussions.
Children of this age were asked to choose their hero or ideal. Half of them name someone in their immediate environment. This means that a sizeable proportion of them do not have interests extending much beyond their immediate horizons.	Service that local postal employees render to the local community will mean more to these children than national or historical characters related to mail services.
Children tend to have large gaps in understanding social phenomena. Detailed study of large-scale social undertakings that do not relate to their experience is likely to leave little impression upon them.	Study trips and concrete experiences at the local level are preferable to emphasis on matters far away in time or space.

Interests, needs and characteristics common to many eight-and nine-year-old children.	Implications for planning a study of mail service.
Concepts of time are limited. Even such terms as "a short time ago", or "a long time ago" have been shown by studies to be vague even to sixth grade children. Moreover, specific training in time concepts does not appear to be effective until after the age of twelve.	Children should not be expected to grasp more than a vague idea of such concepts as the time it took for a letter to go from Los Angeles to New York fifty years ago as compared with the present airmail service.
Children will use many terms and words which they only partially understand. Most children are highly imaginative.	Time is better spent on experiences that come close to their everyday lives than upon abstract ideas. Imaginary settings can be used to help children gain insight into themselves and their personal problems.
Vicarious experiences afforded by motion pictures, radio, television and comics appeal to children at all ages regardless of age, sex, or economic background. While such media do not create the basic appetite for experience, they cultivate strong interest.	Mediums of mass communication may cater to the child's interests in wholesome as well as unwholesome ways. Careful selection and use should be made of audio-visual aids. A child whose interest is captured by the work at school, and who is helped to acquire constructive interests will tend to spend less of his spare time in the sedentary occupation of watching television or listening to radio programs of doubtful value.

Suggestions for Insuring the Success of the Study

Before a group of children start on any study there are many things a teacher must think about. First in selecting any particular area for emphasis, a teacher should ask herself

1. What lasting value might this study contribute to the children in my group? How significant is the subject with which it deals in developing greater understanding of our culture and the interrelationship of human life in our world?

2. From what I know of the growth and development of children, does the subject appeal to and interest eight-or nine-year-old girls and boys? What phases of the study will probably interest them most?

3. The sociological background of groups, as well as of individuals, varies widely. From what I know of the homes of my pupils, of the experiences they and their families enjoy, and of their previous school experiences, will this study serve their unique needs? Are there parts of the study that I will need to adapt or revise to fit these particular children in this particular community and neighborhood?

After deciding upon any study for emphasis the teacher has many things to do if the experience is to prove worthwhile. Some of the following preparatory activities are necessities, certain are highly desirable, but all will help make the class work pleasurable and profitable.

1. Study the individual folders or cumulative records of the children in the class. If the children are new to you, this is a necessity. If they are not, it will help refresh your memory of individual problems, personalities and living conditions in the light of a new set of experience you hope the children are going to enjoy.

2. Take a short drive or walk around the community to see where your pupils live and try to imagine the kinds of mail their families might ordinarily send or receive.

3. Get acquainted with the postman who serves the school neighborhood. Tell him your plans. You may be surprised to know how many good suggestions he has to offer.

A Few Suggestions for Insuring Success of the Study (Continued)

4. Check at the school library and the public library for background reference material. Material interesting to you as an adult, which will give you a real reserve of information is available.

5. Check the local libraries for pertinent material you might use with the children. Remember the range of abilities and interests that make up your class. You'll need some things each child can enjoy especially.

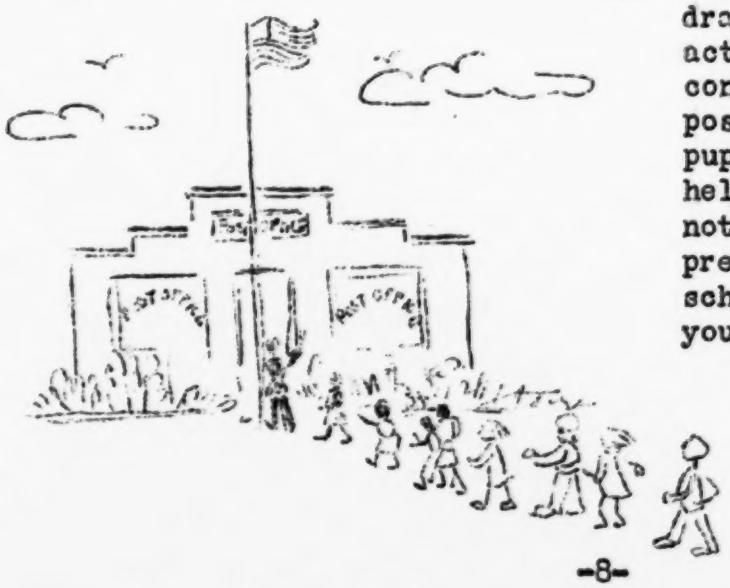
6. Make a check list of realia you would find useful in stimulating dramatic play. Store those things that might be too difficult for the children themselves to develop.

7. Make sketches and collect pictures that show other classes who have studied a similar unit. Don't try to copy these. After all, you do not want to rob your pupils of experiences in deciding what they need and in thinking through their ways of meeting these needs, but you will want to have suggestions at your fingertips. A scrap book of pictures showing other children in other classes carrying on construction, or participating in dramatic play will help your pupils to work out their problem.

8. List the understandings, concepts and facts you consider most important for your pupils to acquire and for which you think a study of How the Mail is Carried will provide a good growth stimulant.

9. Go to the local postoffice and find out effective ways of using it for a study trip. Preliminary planning with the postmaster or someone he designates will make a study trip many times more valuable. Detailed plans can be made later when the time for the actual trip is nearer.

10. Use one of the fine, current catalogs of Free and Inexpensive materials. Decide on materials you may want to send for and examine. List others your pupils might send for. Be sure these latter are likely to be delivered promptly. Writing for materials is a good, practical language arts experience, but children become discouraged if there is too long a wait for a reply.



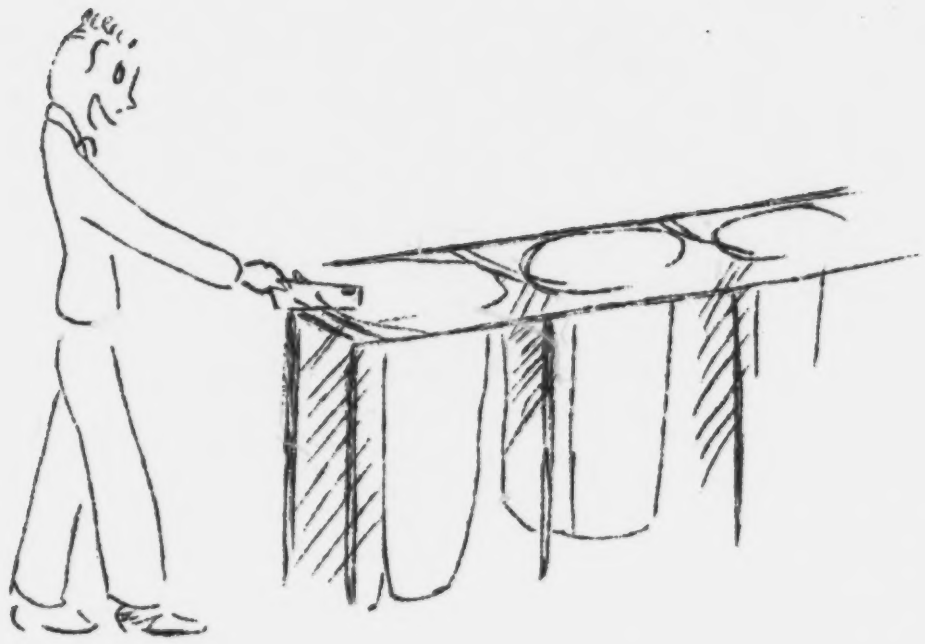
11. List materials you will need for dramatic play and construction activities. Arrange for the most convenient storage of these materials possible. It is discouraging to pupils and the teacher when plans are held up because needed materials are not immediately available. Careful pre-ordering should be helpful to the school purchasing agent as well as to you and the children.

A Few Suggestions for Insuring Success of the Study (Continued)

12. Share ideas with other teachers who have taught or will be guiding children through the same unit. It is fun to plan together and for every good idea you share you'll get others to add to your store. This sort of sharing is a good way to build your own enthusiasm for the days ahead. If you are enthusiastic it is almost a foregone conclusion your pupils will be too.

13. The more the school day is inter-related, the more successful each part of it is likely to be. As you think of good ways of relating this study to other parts of the curriculum, try jotting these down on file cards and file them under subject headings. Such a file can help you, not only during the time your social studies period is in full swing, but with your arithmetic, language arts, physical education, music and art periods, because the children will see relationships between areas of knowledge and skills, and will have valid purposes they can understand for mastering and using the skills to which they are normally exposed at this age.

14. Some teachers like to write their own Social Studies unit - and this is good practice if you have time and an interest in doing truly creative classroom teaching. You will find that when you do this you will automatically collect ideas and materials and do the necessary advanced planning to insure a good study experience for the children.



The Growth and Development of a Unit of Study

On the following pages an attempt will be made to show how a study of How the Mail is Carried might be developed with a typical group of eight-or nine-year-old girls and boys. Chances are, if you are contemplating carrying on such a study, the sequence your study might follow would be quite different. Each class group is different and therefore has different needs and interests. Individuals within the group may differ markedly. The community where the pupils live will inevitably influence the concepts the children will have already developed relating to postal service; the rural child's previous experience, for example, is radically different from that of a child reared in a large city. Unexpected events can sometimes divert the direction a study is taking. For example, a newly established helicopter mail service may direct the pupil's attention toward airmail in general. A pupil may receive a letter from a friend or relative in a distant country, thus starting an interest in foreign stamps. Two important things to keep in mind about the study your children will enjoy are:

1. It will have a much better chance of succeeding if you have thought it through carefully.

2. It needs to be adapted to meet your pupils' specific needs, interests and abilities - so you can't use any one else's study plan in entirety.

A Suggested Sequence of Activities in a Study of How the Mail is Carried

The following list of study activities are not given here for wholesale adoption by another teacher and another group. It merely seeks to illustrate how one activity might logically lead to another, eventually resulting in a complete and well-rounded set of experiences.

In any class group, a wide variety of pupil interests and abilities are represented. In the suggestions given here, an attempt has been made to show

how certain activities can be used to meet the needs of three ability ranges found in nearly any classroom. In the central column in the material given in the next few pages are activities that most eight and nine-year-old children enjoy. To the left of this list are activities headed with a boxed title

STATUS BUILDING ACTIVITIES

The slow maturing child needs activities he can successfully carry through - but these will not meet his needs unless the rest of his group recognizes that his activities are related to and make a recognized contribution to class interests as a whole. In other words, one of the basic needs of such a child is to achieve status with his group. Not only is it important for the slow maturing child to win the approval of his group, but it is equally important for the average and rapidly maturing pupils to appreciate the contributions of their classmates whose attainment of certain skills and abilities is not so fully developed as their own. Care should be taken to help this group select and carry out tasks seen as important by the group as a whole, but which they can do well.

At the other extreme are the rapidly maturing children. These girls and boys may be interested in and ready for ideas and undertakings involving skills and insights far beyond those of most of the class. To the right of the central column or list of activities, is a list of suggestions for these children headed -

ENRICHMENT ACTIVITIES

For these girls and boys who are usuall "one jump ahead" of the class in their thinking, it is necessary to be sure that the quality of the activities they engage in is such that it challenges their highly developed abilities. At the same time, it is as important for these children as for the slow maturing children to have what they do recognized as valuable by the group as a whole. For this reason, care has been taken to select enrichment activities for this group that might meet a recognized class need. To see that children are helped to understand and to be understood by each other, to make each feel responsible for contributing a share to class goals; to recognize and value the skillful, highly artistic work of gifted pupils without creating a complacent smugness on the part of those who learn easily, and to help children recognize the value of the more or less routine task faithfully and well done and to respect those who do them - these are important things to be taught and learned.

It is impossible to include here all the varied individual differences represented in any class group. This boy with a real talent for drawing, that girl with a gift for music, the "born actress", the hyperactive youngster for whom too long a time of quiet activity is torture, shy Jane who tries to withdraw from anything that draws attention to her, all these the teacher plans for as she thinks through each day's activities.

Further Steps Toward Assuring Success of the Study

As the time for the children to begin their study nears, the teacher assures fine learning experiences for her pupils as they progress through the unit by

acquiring an adequate background of content material so that she may be alert to possibilities for wise direction of unit emphasis as the day-by-day experiences stimulate changes in pupil interest

assembling and organizing unit materials

arranging a stimulating environment

keeping the arranged environment up-to-date

encouraging the children to bring in related material and by arranging effective display of such material

exploring ways and securing materials for relating unit experience to the teaching of science, arithmetic, reading, art, music and physical education

preparing informational material suitable to the various age levels represented in the class

previewing, evaluating and scheduling appropriate audio-visual materials

identifying related study trips and resource persons and arranging for their use

checking periodically to see whether or not the basic objectives of the unit are being achieved

capitalizing on every possible opportunity for use of skill subjects in carrying on unit activities

evaluating the quality of the experiences going on in the classroom, not only in growth in concepts and abilities, but in desirable social relations and attitudes, and in democratic participating

identifying social skills appropriate to the age level of the pupils in the class which there might be opportunites for the children to use and develop

In this unit, such skills as the following be developed:

1. Reading and listening skills

   a. Development of speaking and listening vocabulary appropriate to the unit, including such words and phrases as rural delivery, route, carrier, stamp, envelope, express, mail pilots, air mail,

1. Reading and listening skills - Continued

helicopter, mail plane, air mail stamp, special delivery, post office, railway mail car, baggage car, mail sacks, cancellation, building the mail, sacking the mail, stamp sales, parcel post, registry, general delivery, parts of a letter, (date, salutation, body, conclusion), incoming mail, outgoing mail, postal savings, mail chutes, mail clerks, postmaster, postman, mailing zones, sorting the mail, storage boxes, parcels, unclaimed mail, dead letter office, loading platforms, city limits, mailing tags, address, return address, stamp collector, stamp album, foreign stamps, transportation terminals, postmark, pony express, mail pick-up, scales, facing the mail

b. Development of skill in identification of printed words related to the unit

c. Development of ability to keep in mind a series of related ideas in presenting brief oral and written reports

d. Marking the places in books with colored bookmarks and arranging them on the library table when material pertinent to the unit is found.

2. Speaking and writing skills

a. Carrying on dramatic play centered around post office and mail carrying activities

b. Taking part in group discussion fostered through co-operative planning of activities

c. Writing or dictating short written reports

d. Participating in keeping a daily log of progress of the study.

3. Interpreting maps and globes

a. Learning to use the cardinal directions (east, west, north & south)

b. Learning to orient themselves with the aid of the sun

c. Learning how to give simple directions for getting from one place to another.

d. Learning to sketch a rough map of the neighborhood, playground or classroom

e. Learning to sketch in the route when going on a study trip

3. Interpreting maps and globes - Continued

f. Learning to place sketched map of the neighborhood on the classroom floor with the directions properly oriented (North on the map placed so that it corresponds to north in the classroom.)

g. Learning to observe relative lengths of such units as a block, a mile, ten inches

h. Learning to locate places on a large, sketched map of the neighborhood

i. Handling and examining a globe to discover size and shape of land and water areas

j. Learning names of continents and oceans

k. Learning the first step of map symbol reading through real or vicarious contacts with physical and man-made features for which they stand

l. Creating and recognizing map symbols for streets, homes, natural and man-made features in the community

m. Wherever possible, being introduced to each new map symbol by opportunities to see the thing they represent in reality or in photographs, films, or drawings.

4. Intrepreting material in graphic form

a. Learning to "read" information by looking at pictures illustrating phases of the unit

b. Expressing through painting, drawing or modeling such things as experiences enjoyed on a study trip, ideas gained through and concrete experiences growing out of the unit

c. Making simple pictorial graphs with self-explanatory symbols, each representing one idea.

5. Developing a sense of time and chronology

a. Learning to think of an event as one of a chronological series of events

b. Learning to think of the chronological separation of events in arithmetical terms

c. Learning to tell time by the clock

5. Developing a sense of time and chronology - Continued

   d. Understanding days, weeks, months and years as expressed by the calendar

   e. Learning to read time schedules

   f. Learning to think of time from a familiar point of reference

   g. Learning to understand and use the vocabulary of time accurately

   h. Relating dates to personal experiences and to one's own life span

   i. Placing related events in chronological order.

6. Participating in group undertakings

   a. Undertaking tasks which are important in the eyes of group members

   b. Learning to distinguish between undertakings that call for group work and those that do not

   c. Learning, under careful teacher guidance, to define a problem reasonably and accurately

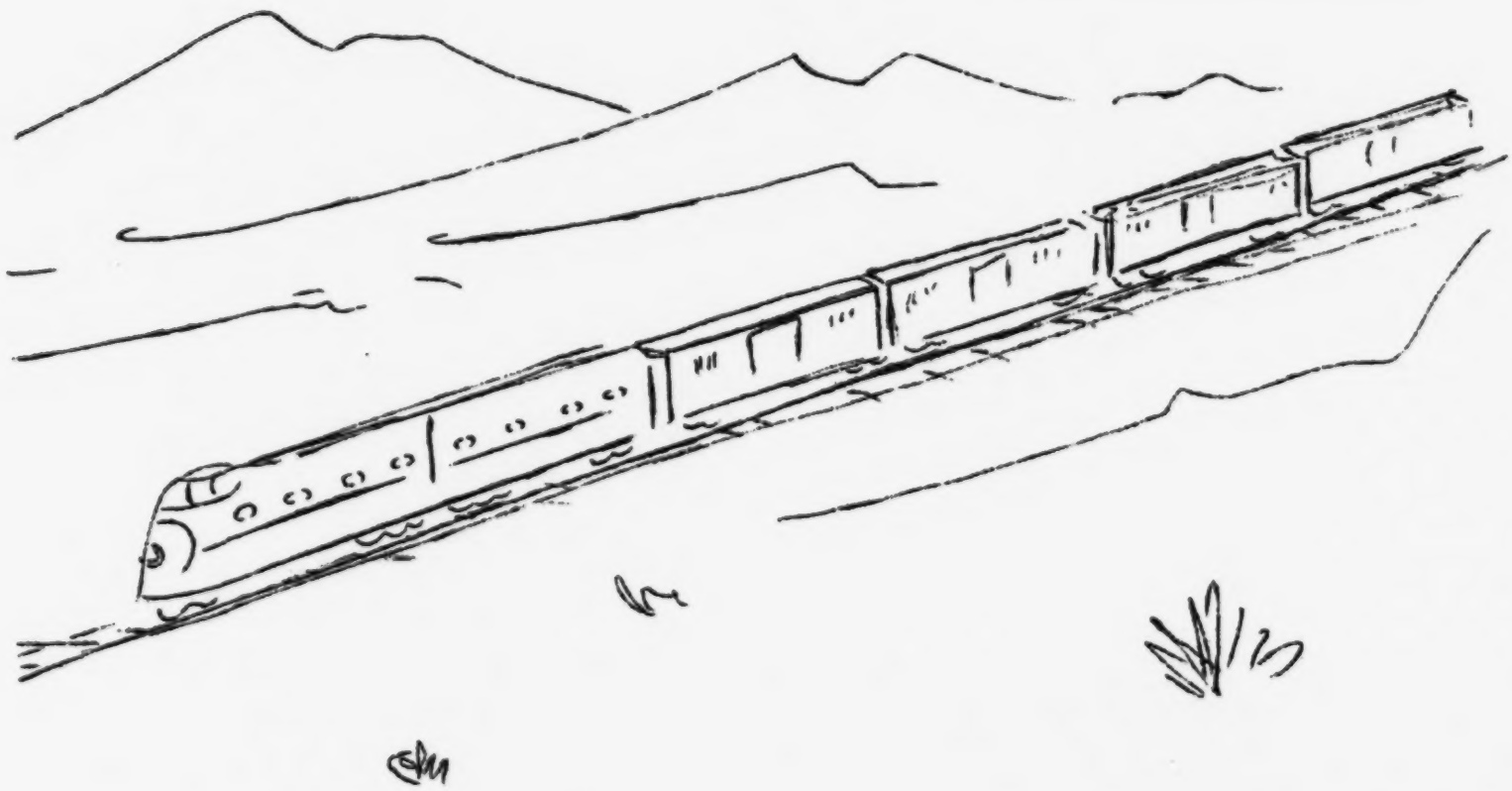
   d. Having opportunities to work on problems about which difference of opinion is likely to arise so that learning to respect differing points of view may take place.

HOW A STUDY OF "HOW MAIL IS CARRIED" MIGHT DEVELOP

The sequence of activities described in the next few pages is purely imaginary - and describes how one interest or activity leading logically to another, and can finally result in a well-rounded set of experiences for a class. As has been pr eviously stated, no two classes will, or should, follow the same pattern.

The following outline presupposes that the children have seen and, in the opening activities described below, are reacting to an arranged environment similar to the one described on the following page. There are some times when the group as a whole will discuss, plan and evaluate, but with eight or nine-year-old children, such periods should be brief. You will remember that the term **STATUS BUILDING ACTIVITIES** describes activities that should gain group status or approval for children who are educationally retarded or who are slow maturing.

The term **ENRICHMENT ACTIVITIES** suggests contributions to group interests that might be made by rapidly maturing children with skills, abilities and interests beyond many children of the same chronological age.



Arranging the Environment to Stimulate Interest

The environment should be arranged to stimulate the children's curiosity to learn more about mail service. If the unit has been preceded by other units, such as Transportation or Community Helpers, the shift of interest should be so arranged that it is made naturally and without any noticeable break. The following materials of instruction may be used to appeal to children of various interests and abilities in the average third grade classroom.

Bulletin Board If available, an enlarged snapshot of the neighborhood postman might be placed on the bulletin board with the caption - "Who is This Man?" An attractive arrangement of letters, actual packages and wrapped periodicals might be displayed with the title - "What Was in Your Mail Box Today?" These and similar displays should pique curiosity rather than provide specific information.

Science Table A display of postal scales with a number of sealed "letters" and small packages may be labeled - "Why Do We Weigh Letters and Packages?"

Realia A toy mail box, wrapped boxes and packages of various sizes and shapes; toy train with baggage car, a helicopter or airplane might also be displayed. Stamps of various kinds may be mounted and displayed.

Library Table A variety of books containing stories or pictures of mailing or post offices should be displayed.

Study Prints Set of twenty pictures on the Post Office may be secured. Marguerite Brown Study Prints. 700 West Raymond Street, Compton 3, California.

Children's Responses to the Environment As children see the displays and read the captions, the following typical comments might possibly be heard:

"That's Mr. Brown. He delivers our mail. He delivers the school mail too."

"Our postman rides a bicycle. He has a bag full of mail for people."

"I wonder if Mr. Brown delivers mail to all the people in our room?"

"Do helicopters bring mail?"

"I got a big, fat letter from my grandmother. The postman said we had to pay because there weren't enough stamps on it. How do you know how many stamps to put on a letter?"

"I wonder how many houses Mr. Brown has to go to every day?"

A Possible Sequence of Activities

To Find Out More About the Local Postman

1. Discussing the work of the neighborhood postman.

   a. Telling about experiences related to the postman.

   b. Discussing things noticed about the work of the postman and the equipment he uses.

   c. Talking about the questions they do not know or are not sure about in relation to the work of the local postman, i.e., "Where does he get the mail?" "How many houses does he take mail to?" "How do you learn how to be a postman?" "How heavy is his bag of mail?"

2. Deciding to invite the postman to visit the class to answer some of the questions.

Committee or Small Group Activities

Status Building Activities

1. Making paintings or drawings illustrating times the mailman has made them happy.

2. Helping make physical classroom arrangements for the postman's visit.

Committee or Small Group Activities

1. Planning a note to be given to the mailman.

2. Listing things that should be included in the letter.

3. Listing questions that the class will want the mailman to answer.

4. Discussing what they think might be the correct answers to some of the questions they plan to ask.

5. Playing dramatically the postman's visit to the school.

6. Writing or copying the letter of invitation from the board.

7. Planning for the courteous reception of the postman by thinking about room arrangement to make discussion easy, provision of a comfortable chair for the visitor, how to meet, greet and show gratitude for his visit.

Enrichment Activities

1. Finding out where the mailman lives and what his family is like to report to the class.

2. Preparing list of questions so that it can be duplicated for class use.

Possible Sequence of Activities for the Class as a Whole

1. Listening to the postman tell about his work.
2. Asking questions.
3. Discussing interesting facts learned through the postman's visit.
4. Co-operatively contributing to a chart describing the work of the neighborhood postman.

Status Building Activities

1. Examining magazines to find pictures about mail.
2. Cutting out houses, trees, and people for the postman frieze.
3. Mounting cut-outs on the frieze as children decide which portion of the frieze they best fit.
4. Making a file box for the picture dictionary of Post Office Word File.

Committee or Small Group Activities

1. Painting and drawing illustrations for the chart about the neighborhood postman's job.
2. Working on a cut paper frieze describing the various activities in the postman's day.
3. Dramatizing the postman's day, keeping activities in chronological sequence.
4. Making alphabetical index tabs to be used in the card file.

Enrichment Activities

1. Printing original short descriptive sentence to use on various sections of the frieze.
2. Planning and mounting a picture dictionary of post office words. Each word may be on a separate 9x12" card. Children may work out pronunciation guide, using simple diacritical marks, draw a picture - representing the word in each case, and write a sentence.

Possible Sequence of Activities for the Class as a Whole

1. Deciding to visit a post office to secure firsthand information needed to complete the frieze.
2. Listing questions to be answered by a visit to the post office.

Committee or Small Group Activities

Status Building Activities

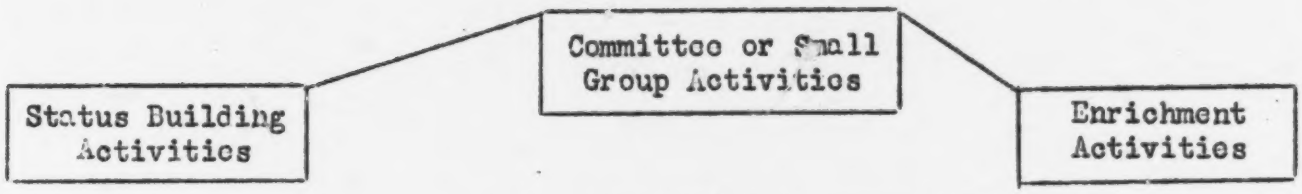
1. Duplicating small copies of the map - one for each child - to be taken on study trip.
2. Preparing a "study trip package" for each child in which there will be copies of the route map - a pencil and a few pieces of note paper and plain paper for sketching, stapled together. Marking each child's package with his name.
3. Painting a large compass on the floor with an arrow pointing toward the north.
4. "Playing" the bus trip to show good bus behavior.
5. Working on pictures to illustrate a bus courtesy booklet.
6. Acting as safety monitors when children are leaving or entering the bus.
7. Representing the class in oral "thank-you's" to the bus drivers and to anyone else who helps them during the study trip.

Enrichment Activities

1. Studying a simple teacher-prepared map showing the route that will be covered on the study trip.
2. Placing map on the floor with directions properly oriented to north in the classroom; talking about directions the bus will follow.
3. Making copies of letter developed by the committee so that the class may vote on which copy will be best to send.
4. Developing a list of interesting things that may be seen on the way to the Post Office.
5. Deciding to make a large floor map, or a map on the playground of the local district so the trip route and the local mail route can be shown. If room permits - a scale of 1 foot per block is good.
6. Studying simple map symbols.
7. Deciding on map symbols for floor map. Small blocks for houses, larger blocks for business houses, larger blocks of a different color for public buildings.
8. Practicing placing the symbols on floor map in the proper place and identifying them correctly.

Enrichment Activities

1. Composing letter to the postmaster to ask permission to visit.
2. Preparing request for transportation.
3. Making map of the local district showing the local postman's daily route.
4. Practice reading a speedometer and figuring mileage on it so that they can keep an accurate record of mileage on the trip.
5. Finding out from the principal or from the bus driver the cost per mile of making the trip.
6. Figuring the total transportation cost of the trip.
7. Acting as guides - identifying points of interest for the rest of the class.



9. Developing co-operatively a set of bus courtesy rules to be made into a booklet.

10. Playing with little cars on the floor map - making the trip and returning.

11. Making a list of people who should be thanked for the study trip - the bus driver, the principal, the postmaster.

12. Going on the bus trip.

13. Marking the route as the trip proceeds, checking the individual maps each time a corner is turned.

14. Talking about the directions the bus is traveling at various times.

Possible Sequence of Activities for the Class as a Whole

1. Discussing and evaluating the bus trip.

2. Listing new facts the trip helped the class learn.

3. Listing people outside the class who helped make the trip a success so they can be thanked.

4. Using the floor map and a toy bus, retrace or dramatize the trip.

5. Deciding to plan a post office large enough for children and teachers to "really use".

6. Deciding how and where a real school post office might be built.

7. Listing materials that would be needed to build a post office.

8. Dictating a list of jobs to be done if a school post office is to be built.

Committee or Small Group Activities

Status Building Activities

1. Making a scrapbook of post office pictures which the class can consult for suggestions.
2. Making and packaging letter paper and envelopes to use in the school post office.
3. Making a helicopter to use in floor play.
4. Making toy mail boxes to be attached to individual desks so play mail may be delivered to class members.

Enrichment Activities

1. Heading a committee to meet with the principal of the school to discuss school "post office".
2. Arranging to discuss with a representative of the fire department where a school post office might safely be built.
3. Finding out how air mail and special delivery letters reach their destinations quickly.
4. Reading about how mail was carried in former days - "Pony Express".

1. Drawing or painting pictures showing what should be included in their school post office.
2. Drawing plans for a school post office.
3. Arranging a poster or bulletin board display of various kinds of stamps.
4. Continuing block play with the floor map to dramatize ways in which mail comes to and leaves the local post office.

Possible Sequence of Activities for Total Class

1. Discussing and planning how and where a school post office might be set up, taking into consideration the advice of the principal and the fire chief.
2. Discussing ways the post office might be built.
3. Planning a portable post office that might be set up easily each morning.
4. Discussing the floor map and deciding on additions that might make playing with it more fun - a landing field where mail planes might land and take off - a railroad station where mail cars might be met by the local mail truck - a harbor or dock to permit mail delivery by ship.
5. Viewing the filmstrip "The Post Office" to review the varied post office functions that will be needed for the post office they are to make.
6. Dictating to the teacher a list of materials they will need and things that will need to be done to make the post office.

Committee or Small Group Activities

Status Building Activities

1. Arranging stamps of various values on a chart or poster.
2. Making and playing with a simple balance scales.
3. Painting the post office.
4. Making bags for the carriers.
5. Making bags to put on trains.
6. Making caps for carriers.
7. Practicing wrapping and tying packages.

Committee or Small Group Activities

1. Building or constructing various parts of the post office.
2. Learning stamp values. Practicing figuring the cost of several stamps.
3. Using dramatized play situations to practice selling stamps and making change.
4. Making signs for the various departments in the post office.
5. Making a flag pole and flag for the school post office.
6. Measuring off and marking sheets of colored paper to make play stamp to use in counting practice.

Enrichment Activities

1. Making out an order to be given to the principal for needed materials that might be obtained through school purchasing department.
2. Drawing plans for the post office.
3. Learning to use a postal scale.
4. Collecting postmarks from envelopes and trying to find on a globe or map the location indicated on postmarks.
5. Learning to find out the time a letter was sent by examining a postmark.
6. Making a room directory.

Possible Sequence of Activities for Total Class

1. Discussing how postal employees get their jobs. Talking about the various kinds of workers needed to operate a post office.
2. Discussing civil service examinations.
3. Discussing skills needed by each type of worker to operate their school post office.

Committee or Small Group Activities

Status Building Activities

1. Painting a frieze or picture to show various kinds of postal employees at work.
2. Dramatizing the kinds of w ork various types of postal employees do.

Committee or Small Group Activities

1. Filling out applications to take "examinations" for various jobs. (These may be oral and will be simple)
2. Studying for various "job" examinations.

Enrichment Activities

1. Making of application forms for the jobs to be filled in the school post office.
2. Making lists of skills to be tested to fill each position.
3. Serving as "Civil Service examiners" for positions to be filled in the play post office.

Possible Sequence of Activities for Total Group

Concurrently with the school post office which might be erected outside the classroom and which might sell real stamps to the adult staff as well as pupils for a limited period each day, activities the children carry on in the classroom will be continued to clarify their ideas about mail service.

1. Seeing the film "The Pony Express" to learn how mail was delivered in our country before the days of planes, cars or trains.
2. Discussing how much more quickly we can get mail from friends or relatives than they could in those days.
3. Listening to and reading poems, stories and music describing how mail service is carried on.
4. Continuing floor play to show interaction between various types and parts of postal service.

Committee or Small Group Activities

Status Building Activities

1. Working with a group on a frieze to show the adventures of a letter from the time it is written until it reaches its destination.
2. Fixing a lock for the collection box.

Enrichment Activities

1. Looking at books and reference materials to find out how messages were sent before mail was carried.
2. Making paintings and accompanying stories to show ways people sent mail before the days of postal service.
3. Making an "Hours of Delivery" notice for the front of the "collection box".
4. Making pictures and accompanying stories to show labor-saving devices used in the modern post office.
5. Reading to find out how mail is sent to foreign countries.

1. Making a "corner mail box" or "collection box" in which outgoing mail can be placed.
2. Practicing addressing letters and packages.
3. Taking turns dramatizing various activities carried on in a post office.

Possible Sequence of Activities for the Total Group

1. Visiting a railway post office to see the work that goes on there.
2. Observing a mail crane and catcher that gets mail from an express train.
3. Finding out if Highway Post Office buses pass through the community.

Committee or Small Group Activities

Status Building Activities

1. Helping to build a model of a mail car to be used with block or floor play.

Committee or Small Group Activities

1. Painting pictures to show how a mail crane works.

Enrichment Activities

1. Study a railroad map to see what towns a letter carried by rail would go through to reach another city.

Possible Sequence of Activities for the Total Group

1. Visit a local airport or see the film - "The Mail", to see how air mail service operates.
2. See how mail is sorted for delivery.

Committee or Small Group Activities

Status Building Activities

Enrichment Activities

1. Making sorting boxes for the school post office and practice operating them.
2. Manning and operating the school post office for a specified period each day.

Possible Sequence of Activities for the Total Group

1. Planning a celebration in honor of our Postal Service when parents or other people may be invited to the class to see what the pupils have learned about the way mail is carried.

Committee or Small Group Activities

Status Building Activities

1. Using a "cancelling" stamp to "cancel" the invitations.
2. Serve as ushers, seating guests and handing out samples of work.

Enrichment Activities

1. Writing invitations to the Postal Service Celebration. These should be written and addressed in correct form.
2. Planning and selecting the most important things to be included on the program, or exhibits to show.

1. Checking and placing in the "Dead Letter Office" any incorrectly addressed letters.
2. Serving as guides to explain exhibits or to answer visitors' questions.

Possible Culminating Activity for the Total Group

This might consist of a variety of activities. Dramatizing mail service through floor play using the floor map and models made while the study was going on, reading stories and charts, dramatizing the work of various workers, singing appropriate songs, telling about the different kinds of mail service are some of the activities that might be included in such a program.

Suggested Supplementary Activities; How a Study of How the Mail is Carried Can Provide Opportunities for Using Knowledges and Skills Gained in Other Areas of the Curriculum.

One value of the study of How the Mail is Carried is the opportunity it offers for an integrated experience throughout the school day. The following suggestions for correlation of activities children would enjoy carrying on throughout such a study as they relate to various subject matter fields outside the cluster of subjects commonly thought of as the social studies should prove helpful.

Arithmetic

1. Reading numbers on stamps, price lists, order blanks, etc.
2. Reading dates.
3. Reckoning time between dates letters are sent and arrival.
4. Figuring cost of stamps when more than one are bought, using
   (a) addition,
   (b) simple multiplication.
5. Counting money - knowing value of various coins
6. Making change.
7. Keeping simple accounts.
8. Measuring.
9. Weighing - reading simple scales.
10. Estimating weight.
11. Tallying (keeping track of number of people "sending or receiving mail" each day.
12. Reading time schedule.
13. Telling time.

Suggested Supplementary Activities - Continued

Art

1. Representing ideas through painting pictures and friezes.
2. Organizing materials in
   (a) bulletin boards
   (b) scrapbooks
3. Making posters.
4. Constructing.
5. Making realia for floor map.
6. Lettering.
7. Designing stamps.
8. Making costumes for dramatic play.
9. Sketching buildings and materials.
10. Representing figures in action.
11. Designing postcards.
12. Making picture maps of routes traveled on study trips.
13. Creating boats, trains, planes and buildings for floor play.
14. Making various types of mail boxes.

Language Arts

1. Language Usuage
   (a) learning proper letter form
   (b) learning proper way to address a letter
   (c) observing simple rules for punctuation in letter writing
   (d) learning how to use proper and appropriate salutation and ending terms in letter writing

2. Reading
   (a) reading stories and poems relating to how mail is carried
   (b) reading informational charts
   (c) reading directions and suggestions for making parts of the post office or a floor map
   (d) reading letters sent to the class or to members of the class
   (e) reading and evaluating letters written by members of the class on class business
   (f) reading time schedules
   (g) reading addresses and postmarks
   (h) reading signs and posters
   (i) reading common postal forms such as postage due notices, change of address notices, registered mail notices, etc.
   (j) reading street signs
   (k) simple map reading

Suggested Supplementary Activities - Continued

3. Spelling
   (a) learning to spell, write and use functionally such terms as: air mail, airplanes, box, boats, car, carry, carrier, clerks, cancelling, cities, cost, dock, delivery, department, envelopes, freighter, fees, government, general delivery, helicopter, location, loading, local, liner, mail, machine, mailman, money order, packages, parcels, post office, plane, pick-up, postal, public, parcel post, postman, postal savings, Pony Express, postcards, railway, registered mail, rural free delivery, storage, send, sending, service, station, stamps, special delivery, trains, transportation, trucks, unloading, United States, value, weight, wrap, zones.

4. Writing
   (a) learning to write clearly and legibly
   (b) learning to write an interesting and friendly letter
   (c) co-operatively developing information charts
   (d) writing imaginary stories about mail and mailmen
   (e) writing thank you notes and letters
   (f) writing creative stories about receiving good, exciting, surprising letters and packages through the mail

5. Oral Language - Speech - Language
   (a) learning to give clear directions
   (b) discussing
   (c) planning
   (d) explaining and demonstrating
   (e) dramatizing - creative play
   (f) listening to and following directions
   (g) using phone correctly
   (h) interviewing
   (i) using courtesy in waiting on customers at the stamp window
   (j) learning to give one's own address clearly

Music

1. Listening - rhythm of machinery - sounds of trains - ships - planes.

2. Singing songs about mail and allied subjects.

3. Creative rhythms showing typical post office activities.

4. Creating songs about mail, delivery, postal workers, etc.

Physical Education

1. Using good body mechanics in lifting, carrying and walking.

Suggested Supplementary Activities - Continued

Science

1. Finding out why load distribution is important in air flight.
   (a) experiment by balancing many things to find the center of gravity
   (b) Experiment by hanging a toy plane by a string and then "loading" various parts of it to see shifts of positions
   (c) learning where mail is placed in a mail plane.

   Concepts: A plane is built to fly at an even level or keel. If there is more weight at one end of the plane it will tip at that end. Safe flight depends upon an evenly distributed load.

2. Reading about the use of carrier pigeons to deliver messages. Observe pigeons in flight. If there is a Carrier Pigeon Club in the vicinity, see if the children can observe actual carrier pigeon flights.

3. Learning how machines help lighten the work in a post office.
   (a) observe belt conveyors that carry mail from one place to another
   (b) make a conveyor belt in the classroom and move things on it
   (c) observe chutes in the post office for rapid transportation of mail from one level to another

   Concepts: The inclined plane and the endless belt or conveyor conserve time and energy in the transportation of heavy or bulky objects.

4. Learning how scales are used in handling mail.
   (a) observe the weighing of mail in a post office
   (b) experiment weighing many objects on a simple balance scale
   (c) weigh mail on a letter package scale

   Concepts: Postage fees are determined by the weight of mail. It is very important for postal clerks to know how to use scales.

5. Learning why canvas is a good material to make postal bags.
   (a) try tearing a piece of canvas - compare with other materials for tensile strength
   (b) pour water on a piece of canvas - then on a piece of linen or some other material

   Concepts: Durable, water resistant materials are needed for mail bags.

Science - Continued

6. Learning that different kinds of paper vary in strength.
   (a) experiment tearing pieces of various kinds of paper to test strength.

   Concepts: Some kinds of paper are stronger and more durable than others.

7. Learning how weather influences mail service.
   (a) observe the local mailman on a clear day - then on a stormy day to see if clothing is adapted to weather.

   Concepts: It is important for the mailman to protect his health by dressing appropriately for various kinds of weather conditions.

8. Learning why letters in the early days were wrapped in oiled silk.
   (a) wrap one letter in ordinary wrapping paper and another in oiled paper and immerse both in water to see which letter is damaged most.
   (b) obtain two squares of silk. Dip one in light oil - Johnson's Baby Oil is good. Place a piece of wood in the center of each square and gather and tie the edges in the form of two small bags. Sprinkle water on both bags. See if one piece of wood is more damp than the other.
   (c) drop some oil in cold water and see what happens.

   Concepts: Oil and water do not mix readily. Oiled material is water resistant.

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Owen Publishing Company, The Post Office. The Instructor Series of Illustrated Units. No. 27, 1940. Dansville, New York.

Field Enterprises, Inc. Post Office. Unit Teaching Plan No. 43. The World Book Encyclopedia, 1953.

Division of Surveys and Field Services,
George Peabody College for Teachers
Free and Inexpensive Learning Materials, Nashville 5, Tennessee,
George Peabody College, 1954.

V. Audio Visual Aids

A. Films

1. Letter to Grandmother. Coronet, 1942. 19 minutes. Sound. Color.
   Traces a letter from its actual writing-through the postal system to its rural delivery.

2. The Mailman. Encyclopedia Britannica Films. 10 minutes. Sound. Black and White.
   Designed to show primary grade pupils how the United States post office system operates.

3. Your Postal Service. McGraw Hill, 1949. 18 minutes. Sound. Black and White. Produced by March of Time.
   Describes the inner workings of the United States Post Office.

B. Film Strips

1. Let's Make A Post Office. 37 Frames. Color.
   Illustrates how the postal system works and shows children building their post office.

B. Film Strips - Cont'd

2. The Mailman. 65 Frames. Black and White.
Describes the work of the city mailman and the rural mailman.

3. The Postman. 33 Frames. Color.
Shows the activities of a post office and a postman making city and rural deliveries.

4. The Post Office. (Parts 1 and 2) 2 Strips. 75 Frames Black and White.
Part I visualizes the varied post office functions such as selling stamps, money orders, and registry. Part II tells what happens to mail from the time it is picked up at the corner mail box to the delivery.

5. Post Office Department. 44 Frames. Black and White
Shows how mail is delivered from sender to receiver. Explains the various classifications of mail and services rendered.

6. FS122. Post Office Workers Curriculum Filmstrips.
Educational Projections, Inc. New York,
How postal workers serve city people.

C. Study Prints

Set of 20 pictures on the Post Office.
Marguerite Brown Study Prints. 700 West Raymond Street.
Compton 3, California.